



The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2011-2012: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2011 (Grade 3-8), spring of 2012 (High School), spring of 2012 (Alternate Assessment-Science), and spring of 2011 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2010-2011 NAEP results is displayed on the state report, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2012-2013 NCLB Report Card

School: Camden Hills Regional H S

SAU: Five Town CSD

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2012-2013 NCLB Report Card



School: Camden Hills Regional H S
SAU: Five Town CSD
Grade: High School



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	161	159	99	64	64	50	14	50	25	11	157	2	0
	2011-2012	143	138	97	61	61	47	26	35	27	12	136	2	0
Female	2010-2011	73	72	99	74	74	54	18	56	19	7			
	2011-2012	75	73	97	74	74	51	25	49	19	7			
Male	2010-2011	88	87	99	55	55	46	10	45	30	15			
	2011-2012	68	65	96	46	46	43	28	18	35	18			
Caucasian/White	2010-2011	157	155	99	64	64	51	14	50	26	10			
	2011-2012	134	130	97	60	60	48	26	34	27	13			
African American/Black	2010-2011	2	2	100			23							
	2011-2012	3	3	100			28							
Hispanic	2010-2011	2	2	100			45							
	2011-2012	2	2	100			30							
Asian or Pacific Islander	2010-2011	0	0				51							
	2011-2012	4	3	75			48							
American Indian or Native Alaskan	2010-2011	0	0				35							
	2011-2012	0	0				35							
Economically Disadvantaged	2010-2011	40	40	100	58	58	34	10	48	23	20			
	2011-2012	35	34	97	38	38	31	6	32	35	26			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	21	21	100	19	19	17	10	10	38	43			
	2011-2012	24	21	88	10	10	16	10	<1	33	57			
Limited English Proficient	2010-2011	0	0				9							
	2011-2012	3	1	33			13							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2012-2013 NCLB Report Card



School: Camden Hills Regional H S
SAU: Five Town CSD
Grade: High School



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	161	159	99	62	62	49	4	57	21	17	157	2
	2011-2012	143	138	97	63	63	47	7	57	22	15	136	2
Female	2010-2011	73	72	99	68	68	47	7	61	21	11		
	2011-2012	75	73	97	67	67	46	<1	67	18	15		
Male	2010-2011	88	87	99	56	56	51	2	54	22	22		
	2011-2012	68	65	96	58	58	47	14	45	26	15		
Caucasian/White	2010-2011	157	155	99	63	63	50	5	59	20	17		
	2011-2012	134	130	97	62	62	48	6	56	22	15		
African American/Black	2010-2011	2	2	100			21						
	2011-2012	3	3	100			21						
Hispanic	2010-2011	2	2	100			36						
	2011-2012	2	2	100			32						
Asian or Pacific Islander	2010-2011	0	0				62						
	2011-2012	4	3	75			55						
American Indian or Native Alaskan	2010-2011	0	0				32						
	2011-2012	0	0				33						
Economically Disadvantaged	2010-2011	40	40	100	45	45	31	5	40	35	20		
	2011-2012	35	34	97	41	41	30	6	35	38	21		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	21	21	100	10	10	15	5	5	24	67		
	2011-2012	24	21	88	19	19	15	10	10	29	52		
Limited English Proficient	2010-2011	0	0				17						
	2011-2012	3	1	33			15						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2012-2013 NCLB Report Card



School: Camden Hills Regional H S
SAU: Five Town CSD
Grade: High School



Group	Science Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	161	161	100	52	52	44	4	48	23	25	159	2
	2011-2012	143	141	99	52	52	44	8	45	23	24	139	2
Female	2010-2011	73	73	100	52	52	40	5	47	25	23		
	2011-2012	75	75	100	49	49	40	1	48	25	25		
Male	2010-2011	88	88	100	51	51	48	2	49	22	27		
	2011-2012	68	66	97	56	56	49	15	41	21	23		
Caucasian/White	2010-2011	157	157	100	52	52	45	4	48	22	25		
	2011-2012	134	133	99	53	53	45	8	45	23	25		
African American/Black	2010-2011	2	2	100			19						
	2011-2012	3	3	100			20						
Hispanic	2010-2011	2	2	100			37						
	2011-2012	2	2	100			32						
Asian or Pacific Islander	2010-2011	0	0				49						
	2011-2012	4	3	75			45						
American Indian or Native Alaskan	2010-2011	0	0				26						
	2011-2012	0	0				34						
Economically Disadvantaged	2010-2011	40	40	100	40	40	29	5	35	18	43		
	2011-2012	35	35	100	26	26	30	6	20	31	43		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	21	21	100	14	14	14	5	10	14	71		
	2011-2012	24	24	100	13	13	16	8	4	21	67		
Limited English Proficient	2010-2011	0	0				10						
	2011-2012	3	1	33			10						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2012-2013 NCLB Report Card



School: Camden Hills Regional H S
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Grade: High School



Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	97	97	96	63	63	48	97	97	96	64	64	48	92	92	84
Caucasian/White	97	97	96	63	63	49	97	97	96	64	64	49	92	92	84
African American/Black	*	*	94	*	*	26	*	*	93	*	*	21	100	100	77
Hispanic	*	*	95	*	*	37	*	*	96	*	*	34	100	100	87
Asian or Pacific Islander	*	*	94	*	*	50	*	*	94	*	*	58	67	67	91
American Indian or Native Alaskan	*	*	94	*	*	35	*	*	94	*	*	32	0	0	82
Economically Disadvantaged	*	*	94	50	50	33	*	*	94	46	46	31	89	89	73
Students with Disabilities	*	*	90	15	15	17	*	*	90	15	15	15	81	81	78
Limited English Proficient	*	*	92	*	*	11	*	*	93	*	*	15	50	50	78

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

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School: Camden Hills Regional H S
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Maine Teacher Quality Data

Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	25	9	16	4	7	1

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2012	2

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	4.06

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.